



A U.S. Department of Education Grant Program  
Savannah-Chatham County Public Schools

*Made In America: Courage, Imagination, Determination*  
2007-2008 In Words and Deeds Symposia Series

*Little Bighorn Instructional Unit*

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## **Resource CD**

### **Additional Resources**

- Breaking News materials
- End of an Era materials
  - Government Promises-Breaching Treaty
  - In The Valley of the Little Big Horn
  - Moving Towards Attach, Battle, Aftermath
  - The Bozeman Trail
- Interpretation of an Historical Event materials
- Monumental Questions materials
- Native American Policy materials
- Where Does History Stand materials
- Descendants of Sitting Bull
- Newspaper Accounts of Little Bighorn
- Newspaper Correspondent Killed at Little Bighorn

### **Background**

- Cannupa – Lakota Spirituality
- Quotes and Trivia
- Quotes from Chief Sitting Bull

**Graphics** (various picture you may find useful)

### **Little Bighorn Video Materials**

- Little Bighorn: The Untold Story

**Online Resources** (various related websites)

### **PowerPoint Presentations**

- Here Lies Sitting Bull

### **Primary Sources**

- Fort Laramie Treaty pages 1 and 2
- Fort Laramie Treaty transcript
- NY Times Report

**Little Bighorn Instructional Unit (MS Word)**

**Little Bighorn Instructional Unit (PDF)**

## George A. Custer

George Armstrong Custer was an American military leader who became quite well known as a cavalry commander during the Civil War and in the opening of the West in the years after the war. He was born on December 5, 1839, in New Rumley, Ohio. He attended common schools in Ohio and briefly enrolled in a private academy. Custer was a bright student, but he disliked studying. Nevertheless, he secured an appointment to the United States Military Academy at West Point in 1857. He graduated in July 1861, ranking last in his class. He participated in the Battle of First Bull Run with the Fifth Regiment of the United States Cavalry. Following the battle, he briefly served on the staff of General Philip Kearney. During the autumn of 1861, he returned to Monroe, Michigan, which had become his hometown. While visiting his sister, he pledged to abstain from alcohol. He honored this pledge for the remainder of his life.



Custer returned to active duty in February 1862. He led various cavalry raids against Confederate positions in northern Virginia, before he traveled to the James River Peninsula with the Army of the Potomac. During George McClellan's Peninsula Campaign, he first oversaw the use of hot-air balloons to spy on Confederate forces. McClellan eventually made Custer his aide-de-camp and promoted him to the rank of captain. Upon McClellan's removal from command of the Army of the Potomac, Custer returned to the cavalry. He commanded a division of cavalry under General Alfred Pleasanton during late 1862 and early 1863, participating in the Battles of Brandy Station and Aldie. On June 29, 1863, Custer was promoted to the rank of brigadier-general, and he took command of the Second Brigade, Third Division, of the Union Cavalry Corps. He participated in the Battle of Gettysburg and was successful against General J.E.B. Stuart's Confederate cavalry. In the battle of Culpeper, Virginia, Custer was wounded in the leg and was forced to take a leave of absence from active duty.

Custer returned to the cavalry in 1864. He served in the Army of the Potomac, leading cavalry raids against the Army of Northern Virginia. He also led raids against Richmond, Virginia, the Confederate capital and participated in the Battle of Trevillian Station. During the late summer and early autumn of 1864, Custer was transferred to the Army of the Shenandoah, where he led his cavalry brigade in the Shenandoah Valley Campaign against Confederate forces under Jubal Early. He performed well during the campaign, receiving complimentary reports from his commanding officer, General Philip Sheridan and was promoted to major general of volunteers during the winter of 1864-1865. During 1865, Custer continued to serve under Sheridan. By early spring, the Union's Army of the Shenandoah and Army of the Potomac had united together against the Confederacy's Army of Northern Virginia. These combined armies forced the Army of Northern Virginia to surrender in early April 1865.

Custer remained in the army following the Civil War. He was first assigned to Texas and was eventually placed in command of the Seventh United States Cavalry Regiment as a lieutenant-colonel. From 1867 to 1871, the Seventh Cavalry participated in several battles with Native Americans, principally against the Cheyenne Indians. Custer performed quite well in these conflicts. Nevertheless, Custer came into conflict with superior officers. In 1871, he faced a court-martial for failing to follow orders and for being absent from duty without permission. Custer was found guilty of the various charges and sentenced to a year without pay and a demotion in rank.

In 1871, the Seventh Cavalry was divided into two separate detachments. One portion was located at Elizabethtown, Kentucky, and the second part was dispatched to South Carolina. Custer spent the next two years with the detachment in Kentucky. In 1873, Custer led the Seventh Cavalry to the Dakotas to protect workers on the Northern Pacific Railroad. Custer's reports inspired many white Americans to come to the Black Hills to seek gold and silver.

The influx of whites angered the Sioux, a nearby Native American tribe. A war resulted between the Sioux and the United States. In 1876, Custer was instructed to help drive the Sioux and Cheyenne onto reservations. He was to work in conjunction with units under the command of General George Crook and Colonel John Gibbon. On June 25, 1876, as the Seventh Cavalry approached the Little Big Horn River, the soldiers encountered a Sioux village. Although Custer had been asked to work in conjunction with the other two detachments, he took the offensive. He divided his force several commands and advanced on the Sioux. The Sioux warriors greatly outnumbered Custer and his men. The Native Americans succeeded in defeating the United States soldiers, killing Custer in the process. George Armstrong Custer is buried at the United States Military Academy at West Point.



Memorial to General George A. Custer, born in New Rumley in 1839. Memorial located in New Rumley, Harrison County, Ohio, ca. 1940-1949.

### References and Suggested Reading

- Frost, Lawrence A. *The Court-martial of General George Armstrong Custer*. Norman: University of Oklahoma Press, 1968.
- Hardoff, Richard G., ed. *Washita Memories: Eyewitness Views of Custer's Attack on Black Kettle's Village*. Norman: University of Oklahoma Press, 2006.
- Custer, Elizabeth Bacon. *Boots and Saddles, or, Life in Dakota with General Custer*. New York, NY: Harper & Brothers, 1885.
- Dippie, Brian W. *Custer's Last Stand: The Anatomy of an American Myth*. Lincoln: University of Nebraska Press, 1994.
- Hofling, Charles K. *Custer and the Little Big Horn: A Psychobiographical Inquiry*. Detroit, MI: Wayne State University Press, 1981.
- Hutton, Paul Andrew, ed. *The Custer Reader*. Lincoln: University of Nebraska Press, 1992.
- Knepper, George. *Ohio and Its People*. Kent, OH: Kent State University Press, 2003.
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- Whittaker, Frederick. *A Complete Life of Gen. George A. Custer: Major-General of Volunteers; Brevet Major-General, U.S.A.* New York, NY: Sheldon, 1876.
- Wittenberg, Eric J., ed. *At Custer's Side: The Civil War Writings of James Harvey Kidd*. Kent, OH: Kent State University Press, 2001.

<http://www.ohiohistorycentral.org/entry.php?rec=62>

# Historical Timeline

- 1868 - Fort Laramie Treaty signed. This accord created the Great Sioux Reservation in present-day western South Dakota, eastern Wyoming and southeastern Montana.
- 1874 - An influx of miners moves into the Black Hills after Custer leads a scientific expedition into the Black Hills and discovers gold.
- 1876 - All Indians not on reservations after January 31, 1876 are considered hostile.
- 1876 - March to May: Military operations are carried out to move Indians onto reservations.
- 1876, June 25-26 - Lt. Col. George A. Custer and 262 soldiers, scouts, and civilians attached to the 7th US Cavalry are defeated by Cheyenne, Lakota and Arapaho warriors . Custer and all his men die.
- 1876 - General Crook destroys a large Cheyenne village under Dull Knife.
- 1877, January - Miles fights Crazy Horse at Wolf Mountains.
- 1877, May - Crazy Horse reports to Fort Robinson, Neb., where he is killed after being arrested.
- 1879 - The Little Bighorn Battlefield is designated a national cemetery administered by the War Department.
- 1881 - A monument for the Cavalry is built on Last Stand Hill. The U.S. Army takes custody of the site and controls access and historical interpretation for decades.
- 1925 - Mrs. Thomas Beaverheart, Cheyenne, writes the battlefield custodian and the U.S. Army requesting markers be placed on graves where known warriors fell. She doesn't receive a response.
- 1926 - The Army and Indians meet at the battlefield to celebrate the 50th anniversary of the battle. The Northern Cheyenne are unsuccessful in their effort to have an additional memorial erected.
- 1940 - Jurisdiction of the battlefield is transferred to the National Park Service.
- 1946 - The battlefield is designated a National Monument.
- 1988, June 25 - The American Indian Movement cements a metal plaque into the grassy base of the memorial that marks the mass grave of the 7th U.S. Cavalry.
- 1991, December 10 - President George Bush signs papers changing the name from Custer Battlefield National Monument to Little Bighorn National Monuments. He also orders construction of a memorial for the Indians under Public Law 102-201. The creation of the Indian Memorial itself is commissioned by an act of Congress in 1991.
- 1996 - After a national designed competition is announced, 554 entries are received and juried by aboriginal artists, art historians, historians, architects, scholars and spiritual advisors.
- 1997 - John and Alison Collins, landscape architects from Pennsylvania, are announced as winners of the design concept for the aboriginal memorial.
- 1997 - National Park Service Foundation announces campaign to raise funds for the Indian Memorial and establishes the theme, "Peace Through Unity."
- 2002 - The National Park Service mails out requests for proposal/contract tenders to create and install the aboriginal memorial and the Spirit Warriors sculpture. An NPS in-house jury reviews and awards contracts to a design team and a general contractor.
- 2002, June - Colleen Cutschall, an Oglala-Sicangu Lakota artist/professor, is awarded the contract for the Spirit Warriors sculpture project.
- 2003, April - The earthwork memorial is completed and Spirit Warriors sculpture installed.

<http://www.livewithjt.com/Custer/links.htm>

## Sitting Bull (Tatanka Iyotake) Hunkpapa Sioux (1831-1890)

Sitting Bull, Lakota Medicine Man and Chief was considered the last Sioux to surrender to the U.S. Government.

In the early 1850s, the Lakota (Sioux) had begun to feel the pressure of the white expansion into the Western United States. Sitting Bull did not participate in the resistance until 1863 when the settlers threatened the Hunkpapa hunting grounds. He had distinguished himself from an early age as a leader, killing his first buffalo at ten and "counting coup" (touching the enemy without their knowing) at fourteen. Because of his leadership during these times he was named principle chief of the Teton Sioux Nation in 1867.

Although the war with the whites ended with the treaty of Ft. Laramie in 1868, the discovery of gold in the Black Hills which was sacred to the tribe caused continued tensions.

After participating in the Sun Dance Ceremony, Sitting Bull had a vision in which he saw his people victorious over the white soldiers who had been sent to protect the gold prospectors. Just weeks later, General George Armstrong Custer and a regiment of the seventh cavalry attacked the seven bands of the Lakota Nation along with several families of the Cheyenne and Arapaho. The attack was clearly in violation of their treaty. Precisely as Sitting Bull had seen in his vision, every white soldier was killed that day at Big Horn along with a few Native Americans. Following the success of the battle, Sitting Bull and his followers headed for Canada.

After the particularly harsh winter of 1881, Sitting Bull, and those of his group who were still with him, finally gave themselves up to the American army. Sitting Bull was held prisoner for two years before he was moved to the Standing Rock Reservation in South Dakota. In 1885, officials released him and he joined the Buffalo Bill Wild West Show and toured throughout Europe.

Sitting Bull remained a powerful force among his people, and upon his return to the U.S. would counsel the tribal chiefs who greatly valued his wisdom.

Shortly after his return, the federal government again wanted to break up the tribal lands. They persuaded several "government appointed chiefs" to sign an agreement, whereby the reservation was to be divided up and subsequently distributed among the tribal members. Missing from the list of recipients was Sitting Bull's name. Jealousy and fighting among the Lakota eventually led to his death. It was reported that he was murdered by tribal police who had been sent to arrest him.

## The Battle of the Little Bighorn, 1876

In late 1875, Sioux and Cheyenne Indians defiantly left their reservations, outraged over the continued intrusions of whites into their sacred lands in the Black Hills. They gathered in Montana with the great warrior Sitting Bull to fight for their lands. The following spring, two victories over the US Cavalry emboldened them to fight on in the summer of 1876.

To force the large Indian army back to the reservations, the Army dispatched three columns to attack in coordinated fashion, one of which contained Lt. Colonel George Custer and the Seventh Cavalry. Spotting the Sioux village about fifteen miles away along the Rosebud River on June 25, Custer also found a nearby group of about forty warriors. Ignoring orders to wait, he decided to attack before they could alert the main party. He did not realize that the number of warriors in the village numbered three times his strength. Dividing his forces in three, Custer sent troops under Captain Frederick Benteen to prevent their escape through the upper valley of the Little Bighorn River. Major Marcus Reno was to pursue the group, cross the river, and charge the Indian village in a coordinated effort with the remaining troops under his command. He hoped to strike the Indian encampment at the northern and southern ends simultaneously, but made this decision without knowing what kind of terrain he would have to cross before making his assault. He belatedly discovered that he would have to negotiate a maze of bluffs and ravines to attack.

Reno's squadron of 175 soldiers attacked the northern end. Quickly finding themselves in a desperate battle with little hope of any relief, Reno halted his charging men before they could be trapped, fought for ten minutes in dismounted formation, and then withdrew into the timber and brush along the river. When that position proved indefensible, they retreated uphill to the bluffs east of the river, pursued hotly by a mix of Cheyenne and Sioux.

Just as they finished driving the soldiers out, the Indians found roughly 210 of Custer's men coming towards the other end of the village, taking the pressure off of Reno's men. Cheyenne and Hunkpapa Sioux together crossed the river and slammed into the advancing soldiers, forcing them back to a long high ridge to the north. Meanwhile, another force, largely Oglala Sioux under Crazy Horse's command, swiftly moved downstream and then doubled back in a sweeping arc, enveloping Custer and his men in a pincer move. They began pouring in gunfire and arrows.

As the Indians closed in, Custer ordered his men to shoot their horses and stack the carcasses to form a wall, but they provided little protection against bullets. In less than an hour, Custer and his men were killed in the worst American military disaster ever. After another day's fighting, Reno and Benteen's now united forces were able to escape when the Indians broke off the fight. They had learned that the other two columns of soldiers were coming towards them, so they fled.

After the battle, the Indians came through and stripped the bodies and mutilated all the uniformed soldiers, believing that the soul of a mutilated body would be forced to walk the earth for all eternity and could not ascend to heaven. Inexplicably, they stripped Custer's body and cleaned it, but did not scalp or mutilate it. He had been wearing buckskins instead of a blue uniform, and some believe that the Indians thought he was not a soldier and so, thinking he was an innocent, left him alone. Because his hair was cut short for battle, others think that he did not have enough hair to allow for a very good scalping. Immediately after the battle, the myth emerged that they left him alone out of respect for his fighting ability, but few participating Indians knew who he was to have been so respectful. To this day, no one knows the real reason.

Little Bighorn was the pinnacle of the Indians' power. They had achieved their greatest victory yet, but soon their tenuous union fell apart in the face of the white onslaught. Outraged over the death of a popular Civil War hero on the eve of the Centennial, the nation demanded and received harsh retribution. The Black Hills dispute was quickly settled by redrawing the boundary lines, placing the Black Hills outside the reservation

and open to white settlement. Within a year, the Sioux nation was defeated and broken. "Custer's Last Stand" was their last stand as well.

### **Carnage at the Little Bighorn**

*George Herendon served as a scout for the Seventh Cavalry - a civilian under contract with the army and attached to Major Reno's command. Herendon charged across the Little Bighorn River with Reno as the soldiers met an overwhelming force of Sioux streaming from their encampment. After the battle, Herendon told his story to a reporter from the New York Herald:*

"Reno took a steady gallop down the creek bottom three miles where it emptied into the Little Horn, and found a natural ford across the Little Horn River. He started to cross, when the scouts came back and called out to him to hold on, that the Sioux were coming in large numbers to meet him. He crossed over, however, formed his companies on the prairie in line of battle, and moved forward at a trot but soon took a gallop.

"The Valley was about three fourth of a mile wide, on the left a line of low, round hills, and on the right the river bottom covered with a growth of cottonwood trees and bushes. After scattering shots were fired from the hills and a few from the river bottom and Reno's skirmishers returned the shots.

"He advanced about a mile from the ford to a line of timber on the right and dismounted his men to fight on foot. The horses were sent into the timber, and the men forward on the prairie and advanced toward the Indians. The Indians, mounted on ponies, came across the prairie and opened a heavy fire on the soldiers. After skirmishing for a few minutes Reno fell back to his horses in the timber. The Indians moved to his left and rear, evidently with the intention of cutting him off from the ford.

"Reno ordered his men to mount and move through the timber, but as his men got into the saddle the Sioux, who had advanced in the timber, fired at close range and killed one soldier. Colonel Reno then commanded the men to dismount, and they did so, but he soon ordered them to mount again, and moved out on to the open prairie."

"The command headed for the ford, pressed closely by Indians in large numbers, and at every moment the rate of speed was increased, until it became a dead run for the ford. The Sioux, mounted on their swift ponies, dashed up by the side of the soldiers and fired at them, killing both men and horses. Little resistance was offered, and it was complete rout to the ford. I did not see the men at the ford, and do not know what took place further than a good many were killed when the command left the timber.

"Just as I got out, my horse stumbled and fell and I was dismounted, the horse running away after Reno's command. I saw several soldiers who were dismounted, their horses having been killed or run away. There were also some soldiers mounted who had remained behind, I should think in all as many as thirteen soldiers, and seeing no chance of getting away, I called on them to come into the timber and we would stand off the Indians.

"Three of the soldiers were wounded, and two of them so badly they could not use their arms. The soldiers wanted to go out, but I said no, we can't get to the ford, and besides, we have wounded men and must stand by them. The soldiers still wanted to go, but I told them I was an old frontiersman, understood the Indians, and if they would do as I said I would get them out of the scrape which was no worse than scrapes I had been in before. About half of the men were mounted, and they wanted to keep their horses with them, but I told them to let the horses go and fight on foot.

"We stayed in the bush about three hours, and I could hear heavy firing below in the river, apparently about two miles distant. I did not know who it was, but knew the Indians were fighting some of our men, and learned afterward it was Custer's command. Nearly all the Indians in the upper part of the valley drew off down the river, and the fight with Custer lasted about one hour, when the heavy firing ceased. When the shooting below began to die away I said to the boys 'come, now is the time to get out.' Most of them did not

go, but waited for night. I told them the Indians would come back and we had better be off at once. Eleven of the thirteen said they would go, but two stayed behind.

"I deployed the men as skirmishers and we moved forward on foot toward the river. When we had got nearly to the river we met five Indians on ponies, and they fired on us. I returned the fire and the Indians broke and we then forded the river, the water being heart deep. We finally got over, wounded men and all, and headed for Reno's command which I could see drawn up on the bluffs along the river about a mile off. We reached Reno in safety.

"We had not been with Reno more than fifteen minutes when I saw the Indians coming up the valley from Custer's fight. Reno was then moving his whole command down the ridge toward Custer. The Indians crossed the river below Reno and swarmed up the bluff on all sides. After skirmishing with them Reno went back to his old position which was on one of the highest fronts along the bluffs. It was now about five o'clock, and the fight lasted until it was too dark to see to shoot.

"As soon as it was dark Reno took the packs and saddles off the mules and horses and made breast works of them. He also dragged the dead horses and mules on the line and sheltered the men behind them. Some of the men dug rifle pits with their butcher knives and all slept on their arms.

"At the peep of day the Indians opened a heavy fire and a desperate fight ensued, lasting until 10 o'clock. The Indians charged our position three or four times, coming up close enough to hit our men with stones, which they threw by hand. Captain Benteen saw a large mass of Indians gathered on his front to charge, and ordered his men to charge on foot and scatter them.

"Benteen led the charge and was upon the Indians before they knew what they were about and killed a great many. They were evidently much surprised at this offensive movement, and I think in desperate fighting Benteen is one of the bravest men I ever saw in a fight. All the time he was going about through the bullets, encouraging the soldiers to stand up to their work and not let the Indians whip them; he went among the horses and pack mules and drove out the men who were skulking there, compelling them to go into the line and do their duty. He never sheltered his own person once during the battle, and I do not see how he escaped being killed. The desperate charging and fighting was over at about one o'clock, but firing was kept up on both sides until late in the afternoon."

#### **References:**

Connell, Evan S. *Son of the Morning Star* (1984); *New York Herald* (July 1876); Utey, Robert M. *Cavalier in Buckskin*; George Armstrong Custer and the Western Frontier (1988).

Note: In 1861, Custer graduated from West Point at the bottom of his class. However, during the Civil War his skills at war propelled him to the temporary rank of brigadier general. He remains the youngest general in our history.

Sitting Bull was killed in 1890 during an attempt to arrest him by Indian Agency police. His death ignited the disturbance and subsequent massacre of Sioux at Wounded Knee, South Dakota.

Major Reno was court-martialed for his actions during the battle and dismissed from the Army in 1880.

## Tragedy of the Plains Indians

### The Battle of the Little Big Horn

**Period:** 1860-1900

Hollywood film star Errol Flynn portrayed him as the personification of American heroism, as an officer who died with his boots on. Decades later, the film *Little Big Man* depicted him as a narcissistic goldilocks and a psychopathic killer. Today, Custer's defeat at the battle of the Little Big Horn remains the single most studied military engagement in American history, and writers still debate whether Custer was a racist murderer; a swaggering, egotistical self-promoter; or a martyred hero betrayed by his subordinates. Historians tend to view him as an officer whose vanity, youth, and desire for victory clouded his tactical judgment.



The Ohio-born Custer graduated last in his class at West Point in 1861, but by the age of 25 he had risen to the rank of brevet major general, the Army's youngest. He fought in many Civil War battles including Gettysburg, and became one of the heroes of the Union army. At the end of the Civil War, he reverted to his Army rank of captain and served stints in Louisiana and Texas before being placed in command of the 7th Cavalry on the Great Plains.

In 1874, he led an expedition into the Black Hills of what is now South Dakota, which was then reserved for the Sioux. He brought along reporters and geologists, who informed the public that there was "gold in the grass roots." This led to a stampede of prospectors and miners into the Black Hills. President Ulysses Grant ordered all Indians to register at reservations. Many Sioux and Cheyenne gathered in southeastern Montana and decided to resist.

On June 25, 1876, Custer's scouts had observed what they thought was a retreating Indian village along the Little Big Horn River in what is now Montana. Custer knew that the Plains Indians usually scattered when attacked in order to protect non-combatants. He expected them to disperse when his men struck. Only two years earlier, Custer had staged a surprise, early morning attack on the camp of a southern Cheyenne Chief, Black Kettle, along the banks of Oklahoma's Washita River, in which 103 Indians, mostly women, children, and the elderly, had been killed.

But this Indian village was far larger than Custer imagined. It contained an estimated 8,000 Indians and more than 3,000 warriors and was led by Sitting Bull and Crazy Horse. The village was three miles long and a half mile wide. (Custer had initially estimated the village's population did not exceed 1,500). Custer divided his command of 645 soldiers into three columns. Major Marcus Reno's detachment approached the Indian camp from the southeast and lost a third of its men. Reno's men retreated to a nearby ridge, where they were under siege for nearly two days.

Meanwhile, the buckskin-clad Custer and his men tried to open an attack on the Indians' flank. But the Indians had watched Custer lead his men along the bluffs overlooking the Little Big Horn, and 1,500-2,500 warriors attacked Custer's forces. His men, many of whom were raw recruits, were ill-prepared for combat. Lacking cover and relying on single-shot rifles, Custer's troops fired few bullets. In contrast, many of the Indians were carrying repeating rifles and carbines. Within an hour, every soldier in Custer's command had died. Indian losses in the battles totaled less than a hundred.

Surviving letters and other documents give a human dimension to the battle. Many of Custer's troops were young immigrants and farm boys who lived a miserable existence on the Plains. They were forced to wear wool uniforms year-round and ate salt pork and hardtack, a cracker-like food that had to be soaked in water or coffee to be edible. The men drank heavily in order to pass the time.

One of Custer's men, Isaiah Dorman, was a former slave who had lived among the Sioux for several years before serving as a translator for Custer during the Little Big Horn campaign. His corpse was particularly mutilated because he was regarded as a traitor for leading the Americans to the Sioux. A 25-year-old second lieutenant, George D. Wallace, described Custer's camp at the mouth of the Big Horn River. "The Indians surrounded us & poured in a deadly fire, but we had to lie still and take it..." he wrote. "The next morning we moved to the scene of Gen'l Custer's fight, but the sight was too horrible to describe. We buried 204 bodies and encamped near Gen'l [Alfred H.] Terry. But the smell of dead horses forced him to move camp several miles." Wallace died in 1890, one of 31 soldiers killed during the assault on a group of 350 Sioux men, women, and children at Wounded Knee in South Dakota.

Custer's "Last Stand" also marked the Plains Indians' last stand. The shocking news of Custer's defeat arrived in the east two days after the nation's centennial, and encouraged a thirst for revenge. The Plains Indians suffered a series of defeats following the battle. The Indian alliance was shattered and Sitting Bull and some of his people fled to Canada. Buffalo Bill Cody would advertise himself as the first soldier to scalp an Indian in retaliation for Custer's defeat. Within a year, nearly all the Plains Indians had been confined on reservations.

In 1877, during a meeting under a flag of truce in Fort Robinson, Nebraska, an American soldier killed Crazy Horse by stabbing him with a bayonet.

Black Elk, an Indian medicine man, said that before his murder Crazy Horse had told him: "I will return to you in stone." In 1998, a Connecticut sculptor, Korczak Ziolkowski, completed an 87 foot tall bust of Crazy Horse in South Dakota's Black Hills. Located 17 miles from Mount Rushmore, where the heads of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt were carved in a mountainside in the Sioux homeland during the 1930s, Crazy Horse's face rises higher than the Washington Monument and is more than twice the height of the Statue of Liberty.

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**Grade levels targeted by this lesson:** 9-12

**Lesson Title:** Breaking News

**Prerequisite Knowledge:** Students should know that westward expansion of the US had a negative effect on the Plain's Indians.

**This lesson meets student learning objectives/standards in the following content areas:**

Social Studies    Reading/Language Arts    Math    Science    Other: \_\_\_\_\_

**QCC/GPS Correlations:**

SSUSH12      The student will analyze important consequences of American industrial growth.  
c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.

**Instructional Objectives:** Students will analyze primary documents, including letters and news reports on the Battle of Little Bighorn. They will use the knowledge gained to create a news report.

**Rationale for topic:** Understanding the issues that affected the relationship between Native Americans and the US government can help with understanding the current issues and conflict that still exist between the Sioux nation and the US government today.

**Instructional strategies used:** Direct instruction, collaborative groups, whole class activity

**Procedures:**

- Homework: Tell students they are to research the Sioux Indians and how they lived prior to 1868. They should write one paragraph summarizing what they have learned because they will need it in class on the next day. The following sites may be helpful in completing the homework assignment.

<http://www.eiu.edu/~lewclark/bvsioux.html>

<http://www.sonofthesouth.net/union-generals/sioux-indians/sioux-indians.htm>

[www.geocities.com/bigorrin/sioux\\_kids.htm](http://www.geocities.com/bigorrin/sioux_kids.htm)

**Day 1**

- Warm Up: Have students complete a KWL chart on what they know and what they want to know about the Sioux Indians. Next lead a class discussion using chart paper on the whiteboard, create a larger version of the KWL and write down the students responses. Answers that are similar need only be written down once.
- Document Analysis: Distribute copies of the Fort Laramie Treaty and the document analysis worksheet for students to use. The document can be analyzed as a class, in small groups or individually. Give the students about 20 to 30 minutes to work if being done in small groups or individually. Come back together as a class and add information to the KWL chart based on what was learned from the treaty.
- Homework: Watch the evening news and pay attention to how it is done, do they show pictures; how are the captions written and how long do they spend on a story.

## Day 2

- Explain to the students that today they will be responsible for reporting on the Battle of Little Bighorn. They will examine letters, eyewitness reports and maps in order to gather information needed to present their news report. Place students in groups of no more than four if possible. Their presentation should explain what happened, why, when, where and who all were involved. They will be graded on content presented as well as creativity in their delivery. Remind them to use what they learned from observing the evening news the night before. (Now would be a good time to go over the rubric.)
- Distribute copies of the transcript of the letter from Lt. Robert Patterson Hughes as well as the map he drew, the accounts by Chief Red Horse and Rain In The Face and the NY Times report. At this point the students can use the document analysis worksheet and analyze the documents within their groups or this can be done as a class. If done with the whole class, projecting the documents using an overhead or LCD projector can be done as well. Students may find the original copy of Lt. Hughes' letter interesting.
- Give the students 45 minutes to analyze the documents and to begin scripting their news report. Tell them to look for common threads between all of the reports. Allow students to use the computer to print out pictures that will enhance their news report or this can be done as homework.

## Day 3

- Finish the news script and practice presenting it.
- Groups will present their news report. At the end of the presentations, go back to the KWL and fill in newly learned content under the L column.

**Materials/ technology used:** Chart paper, copies of document analysis worksheets, copies of primary sources; letter, eyewitness accounts and news report; KWL chart, writing materials, computer, internet

**Evaluation:** Based on news report

**Appendices:** All materials are saved to the Resource CD; Rubric is below

## Newscast - Presentation and Planning: The Battle of Little Bighorn

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Points
<b>Accuracy of Facts</b>	All supportive facts are reported accurately (3 of 3).	Almost all facts are reported accurately (2 of 3).	One fact is reported accurately.	No facts are reported accurately OR no facts were reported.	
<b>Research</b>	Group researched the subject and integrated 3 or more "tidbits" from their research into their newscast.	Group researched the subject and integrated 2 "tidbits" from their research into their newscast.	Group researched the subject and integrated 1 "tidbit" from their research into their newscast.	Either no research was done or it was not clear that the group used it in the newscast.	
<b>Group Work</b>	The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task!	Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members.	
<b>Speaks clearly</b>	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.	
<b>Total</b>					



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Source: [http://www.historynow.org/09\\_2006/lp3.html](http://www.historynow.org/09_2006/lp3.html)

**Grade levels targeted by this lesson:** 8-12

**Lesson Title:** Native American Policy by Gabriela Mercado

**Prerequisite Knowledge:** (What should students know prior to this lesson?)

Students should have general knowledge of westward expansion in the United States.

**This lesson meets student learning objectives/standards in the following content areas:**

Social Studies    Reading/Language Arts    Math    Science    Other: \_\_\_\_\_

**QCC/GPS Correlations:**

SSUSH7      Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.

SSUSH12     The student will analyze important consequences of American industrial growth.  
c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.

**Instructional Objectives:**

Students will demonstrate an understanding of how did federal policy toward Native Americans changed between the times of the Washington and Jackson presidencies.

**Rationale for topic:** (Why is this important?)

Students should be aware of the treatment of Native Americans in the United States.

**Instructional strategies used:** (direct instruction, collaborative groups, hands-on activities, other)

Hands on activities, direct instruction

**Procedures:** (Instructional sequence)

**Background:** Two conflicting policies have governed this country's treatment of Native Americans -- assimilation and removal. As the United States expanded into more Indian Territory it became necessary to issue formal policy statements and make treaties. Besides providing for a methodical process of colonization and future statehood, the Northwest Ordinance of 1787 initiated a policy regarding the treatment of Native Americans, which encouraged fair and equal treatment. By the 1820s Native Americans had demonstrated the ability to adapt to their changing environment, but federal policies began to shift as expansion progressed and land became more valuable.

When Jackson took office in 1828, 125,000 Native Americans occupied millions of acres of valuable land in Georgia, Alabama, and Mississippi. Emerging political questions began to revolve around whether Native Americans would be permitted to block the tide of white expansion into these and other areas. Federal policy would culminate with the Indian Removal Act of 1830.

**Day One:**

- Warm-up Activity: Distribute Frayer model for vocabulary building. Have students define the word "assimilate" and complete worksheet. Debrief in order to ascertain students' comprehension of the word.
- Have students break up into mixed-ability groups of six. Distribute each primary document listed in the "Materials" section to all of the groups, with one student in the group given responsibility for a particular document. After the students have had time to read their documents, ask them to analyze the documents using a SOAPS format (Source, Occasion, Audience, Purpose and Surprises) with the student who was given a particular document leading the discussion as the expert on that source. Alternatively, you can ask an entire group to analyze one document and using the "jigsaw" approach, subsequently regroup students to discuss and analyze other documents.

- After ensuring that students have a good understanding of their sources, distribute the comparison worksheets and ask each student to take notes as the student “expert” shares information.

### **Homework Assignment:**

Have students write out one question on something that they either did not understand or want more information on and tell them to be ready to share the question with their group on Day 2.

### **Day Two:**

- Students will continue to work on their Comparison Worksheets until all the documents have been discussed.
- Each student will be given ten minutes to write down a one- or two-paragraph entry that summarizes the treatment of Native Americans during this period. Students will be asked to share their summary with their group members.
- If there is enough time, groups will choose their best summaries to share with the class.

### **Summary/Closure:**

Distribute copies of the Indian Removal Act to all students. Highlight key factors that explain the removal policy. Instruct the students that they will be given an opportunity to vote on passage of this bill. Have students vote on whether to pass this bill or reject it.

### **Application:**

Have students respond to one of the following quotes:

- “We hold these truths to be self-evident, that all men are created equal.”
- “[We hold these truths to be self-evident]...that they [all men] are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness”

Have students answer the following questions:

1. Did the leaders of the Early Republic follow the guidelines established by the Northwest Ordinance?
2. Did the policies of these early leaders reflect the goals of the Declaration of Independence? Cite examples from the documents.
3. Based on your knowledge of current events, can you connect the type of treatment given to Native Americans to your life and with events happening around you today?

### **Materials/ technology used:**

Primary Documents (in lesson plan folder on Resource CD)

- Northwest Ordinance of 1787 (pdf) <http://yale.edu/lawweb/avalon/nworder.htm>
- George Washington -- Message to the Senate, September 17, 1789 (pdf) <http://yale.edu/lawweb/avalon/presiden/messages/gw006.htm>
- Jefferson’s Policy of Civilization and Assimilation (pdf) <http://www.hup.harvard.edu/features/waljef/writings4.html>
- President James Monroe, 1825 Message to Congress (pdf)
- Andrew Jackson, 1830 Annual Message to Congress (pdf) <http://ourdocuments.gov>

Other Materials (in lesson plan folder on Resource CD)

- Indian Removal Act (pdf) [http://www.civics-online.org/library/formatted/texts/indian\\_act.html](http://www.civics-online.org/library/formatted/texts/indian_act.html)
- Comparison Worksheet (pdf)
- Frayer Vocabulary Model Worksheet (pdf)

### **Evaluation:**

Group work and worksheets

**Appendices:** (Copies of reproducible materials, assessments, etc.)

All of the materials listed are on the Resource CD



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**Source:** History Now [http://www.historynow.org/09\\_2006/lp2.html](http://www.historynow.org/09_2006/lp2.html)

**Grade levels targeted by this lesson:** 9-12

**Lesson Title:** June 25, 1876: An Interpretation of an Historical Event by Bruce Lesh

**Prerequisite Knowledge:** Students should understand the impact westward expansion had on Native Americans.

**This lesson meets student learning objectives/standards in the following content areas:**

Social Studies    Reading/Language Arts    Math    Science    Other: \_\_\_\_\_

**QCC/GPS Correlations:**

SSUSH7      Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.

SSUSH12     The student will analyze important consequences of American industrial growth.  
c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.

**Instructional Objectives:**

Students will:

1. compare and contrast images of an historical event;
2. determine the causes of, and motivations for, the Battle of the Little Bighorn; and
3. develop an interpretation of how to commemorate the events of June 25, 1876

**Rationale for topic:** The treatment of Native Americans is a controversial topic even today and this lesson allows students to challenge the traditional perception of events that took place in the Battle of Little Bighorn.

**Instructional strategies used:** Direct instruction, note taking with graphic organizers and whole class discussions.

**Procedures:**

**Essential Question:**

How should events from the Indian Wars be commemorated by the federal government?

Students are asked to determine the causes of the troubles between the Sioux and the American government and how the events of June 25th have been interpreted, and then to debate how those events should be commemorated by the federal government.

**Day One:** Make copies of Resource Sheet 1 saved on the Resource CD and distribute to the students. Have the students read the selection and as they read list in order the five major events that led to the Battle of Little Bighorn. They can use the graphic organizer Time Order Map (graphic organizer) saved on the Resource CD to complete this part of the assignment. They should also summarize in their own words why the US lost this battle. Let the students know that they will use their notes to discuss the chronology of events in class.

**Day Two:** Make Copies of Resource Sheet 2 and distribute to the students. Begin the discussion by having a volunteer tell the five events they believe led to the Battle of Little Bighorn as well as their summary of why the US lost. Encourage other students to voice their opinions asking questions to encourage higher level thinking. Next either project or make a transparency of the images from American and Native American perspectives (images are in separate PDF files and inserted into a PowerPoint on the Resource CD). Ask the students what each of the paintings tells them about the battle. Whose perspective do they think the painting reflects the US or the Native American? Distribute the graphic organizer Reader Response Writing Chart (on

the Resource CD) and allow the students to read Resource Sheet 2 and take notes on the different points of view given in the different accounts. As an exit ticket have the students answer the following question. Should the Sioux Indians be commemorated for the part they played in the Battle of Little Bighorn and why or why not?

**Homework:** Distribute copies of Resource Sheet 3 and have the students complete the assignment for homework. Tell students to come ready to defend their position in class.

**Day Three:** Begin class by discussing the answers students gave on their exit ticket the previous day. Next tell the students they will participate in a panel discussion, either choose or ask for volunteers and have five students sit either at the front of the class or in the center and share their homework. Students not in the circle are responsible for writing questions based on the discussion the five students have. The panel is then responsible for answering the questions their classmates have about the site name they chose and their explanations for doing so. Depending on time, another group of five students can be a part of the panel and repeat the panel discussion.

**Materials/ technology used:** Copies of Resource Sheets 1, 2 and 3, transparencies of the images, copies of the Time Order Map graphic Organizer and the Reader Response Writing Chart graphic organizer

**Evaluation:** Based on class discussion, graphic organizers, Resource Sheet 3 and panel discussion.

**Appendices:**

All handouts saved to the Resource CD.  
Background (below)

## Background

The Battle of Little Bighorn was one in a series of conflicts that occurred during the American attempt to remove native tribes from the West. Between 1850 and 1890, the United States military subdued numerous tribes through a concerted effort to destroy the buffalo and disrupt hunting patterns. The battle along the Big Horn River emerged from transgressions of the 1868 Fort Laramie Treaty. The treaty, resulting from Red Cloud's defeat of the United States Army in 1866-67, promised that the United States would abandon forts along the Bozeman Trail and granted the Sioux access to the sacred Black Hills and all territory to the west. Incursions by homesteaders, miners, and travelers, as well as an American government-sponsored exploration for gold in the Black Hills quickly raised tensions between the Sioux and the American military. General George Armstrong Custer, famous for his efforts in the American Civil War, led a military force into the Black Hills to seek gold. In 1876, Custer was ordered to assist in rounding up the Sioux Indians and placing them on the reservation. Attacking at dawn on the morning of June 25, 1876, the year of America's 100th anniversary, Custer was defeated by Sitting Bull, Crazy Horse, and the collection of tribes encamped along the Greasy Grass, near Hardin, Montana. Although a deflating defeat for the Seventh Cavalry and General Custer, it turned out to be a temporary setback when subsequently the Sioux were defeated and forced onto the reservations. Even Sitting Bull, after four years in Canada, capitulated in 1881 and moved onto the reservations. By 1890, native resistance had ended.

Although the fight at the Little Bighorn River and the eventual surrender of Sitting Bull and the Lakota Sioux occurred in the nineteenth century, the late twentieth century saw a new incarnation of the battle, which continued to resonate throughout American popular culture. Images of Custer and his famous "last stand" appeared in movies, on lunch boxes, and as a tool to advertise cigarettes and beer. In the 1980s, the question of how to commemorate the events that occurred on June 25, 1876 was raised. Should the park that had been created on the site of the battlefield – called Custer Battlefield National Monument -- commemorate the valiant defeat of the enigmatic General George Armstrong Custer, or a victory by the Sioux and other native tribes that were attacked? After both a contentious debate and a thorough reinterpretation of what happened resulting from a brushfire that exposed many heretofore undiscovered archeological artifacts, the federal government, in 1993, changed the name of the park from Custer Battlefield National Monument to Little Big Horn National Battlefield Monument. The debate over how to commemorate the events spoke to the power of myths and icons in American history, the culture wars of the 1990s, and the continual reinterpretation of the past that defines a rigorous study of history.

## *In the Valley of the Little Big Horn*

By Jack Gladstone

From *Buffalo Café* [hawkston@digisys.net](mailto:hawkston@digisys.net)

The sun arose far to the east where we had once been born  
The orders had been given to be riding before morn.  
Mounted men on cavalry we faced a trail of thorns,  
In the Valley of the Little Big Horn.

Reno, Benteen 'n Custer, were in command that day,  
To slaughter Sioux and Cheyenne, camped beyond the glade.  
Who would see survival, who would be forlorn?  
In the Valley of the Little Big Horn.

I was a soldier who rode to the tune  
Of a bugler's "Garryowen" on a June afternoon.  
Away from my loved ones, away from my home,  
Apart from the woman that I held as my own.  
"A leave will be granted to the man without help,  
Kills the first savage and brings me his scalp."

For what is the reason for our presence in this land?  
Has gold lust or blood thirst taken our command?  
It doesn't really matter now, heading t'wards the storm,  
In the Valley of the Little Big Horn.

There made three battalions from the Seventh Cavalry.  
One with Major Reno and another with Benteen.  
But glory followed Custer's men, so with glory we were torn  
From the Valley of the Little Big Horn.

I was a soldier who rode to the tune  
Of a bugler's "Garryowen" on a June afternoon.  
Away from my loved ones, away from my home,  
Apart from the woman that I held as my own.  
"Ford the stream and when in camp, kill everyone you see.  
Long will live this day for us, the Seventh Cavalry."

Fire swept the prairie and dust hid the flames,  
When out of the haze rode the Masters of the Plains  
Then death they delivered, we invaders from afar,  
In the Battle of the Little Big Horn.

The sun arose far to the east where we had once been born  
The orders had been given to be riding before morn.  
Mounted men on cavalry we faced a trail of thorns,  
In the Valley of the Little Big Horn

Mounted men on cavalry we faced a trail of thorns...  
In the Valley of the Little Big Horn...

**Lyric Study: *In the Valley of the Little Bighorn***

**Pass out copies of the words to Jack Gladstone's song, *Valley of the Little Bighorn*, to your students.**

Ask students to examine the lyrics for answers to the following questions:

1. From whose point of view is this ballad written?
2. What was the meaning of the "trail of thorns" in the first stanza?
3. To what did the phrase "But glory followed Custer's men so with glory we were torn from the Valley of the Little Big Horn" refer?
4. What was promised to cavalry members before the battle?
5. Who were the Masters of the Plains? Who were the invaders from afar?
6. What historical point of view is reflected in this ballad?

**Suggested Answers:**

1. From whose point of view is this ballad written? *(a member of the 7<sup>th</sup> Cavalry)*
2. What was the meaning of the "trail of thorns" in the first stanza? *(The battle would be difficult.)*
3. To what did the phrase "But glory followed Custer's men so with glory we were torn from the Valley of the Little Big Horn" refer? *(Custer had a reputation for great showmanship in battle; thus, this engagement was destined to be an all-or-nothing combat against the Indian camp. Overwhelmed by large numbers of Indians, every member of the Cavalry was violently slaughtered.)*
4. What was promised to cavalry members before the battle? *(A leave from military duty was guaranteed to anyone who produced an Indian scalp; fame and fortune would await the cavalry after it won.)*
5. Who were the Masters of the Plains? Who were the invaders from afar? *(The Masters were the Indian Americans; the invaders were the cavalry.)*
6. What historical point of view is reflected in this ballad? *(The ballad illustrates the human pain caused by the 19<sup>th</sup> century clash of cultures in the fight for control of the rich lands of the northern plains.)*



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**Source:** <http://www.nytimes.com/learning/teachers/lessons/20070129monday.html>

**Grade levels targeted by this lesson:** 9-12

**Lesson Title:** Monumental Questions: Exploring and Honoring Sitting Bull and the Sioux

**Prerequisite Knowledge:** (What should students know prior to this lesson?)

Students should have a general knowledge of westward expansion in the United States and how it impacted the Native Americans in the areas of expansion.

**This lesson meets student learning objectives/standards in the following content areas:**

Social Studies    Reading/Language Arts    Math    Science    Other: \_\_\_\_\_

**OCC/GPS Correlations:**

SSUSH7        Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.

SSUSH12      The student will analyze important consequences of American industrial growth.

c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.

**Instructional Objectives:**

Students will:

- Reflect on the nature of their own identities.
- Consider the importance of Sitting Bull to the Sioux identity.
- Research aspects of the history, culture and daily life of the Sioux Indians.

**Rationale for topic:** (Why is this important?)

Students should understand the impact on Native Americans of the expansion of the United States.

**Instructional strategies used:** (direct instruction, collaborative groups, hands-on activities, other)

Collaborative groups

**Procedures:** (Instructional sequence)

1. **WARM-UP/DO-NOW:** Students respond to the following prompt in their journals (written on the board prior to class): "What factors shape or contribute to your identity?" If students have questions, prompt them to consider such elements as family, background, nation, community, school, church, etc. After a few minutes, have students use what they wrote to contribute to a group web on the board. Together, brainstorm all of the elements that shape who we are. Prompt students to think more deeply about identity by asking the following questions: Which of these elements do we control or project? Which of these elements are outside of our control and projected onto us? What is the difference between "identity" and "self-identity"? Do you consider yourself American? Why or why not? If so, is it a key aspect of your identity? What are the aspects of the American identity?
2. As a class, read and discuss the article "Restoring Dignity to Sitting Bull, Wherever He Is" (on Resource CD) focusing on the related questions (on Resource CD). As you read and discuss, display the slide show Here Lies Sitting Bull (PowerPoint on Resource CD)
3. Inform students that they are going to curate a museum exhibit that will reveal aspects of the Sioux identity in words and pictures. Divide students into six groups, and assign each group one "wing" of the museum exhibit (as described in the group assignments below; copy the list to distribute). The first step for the group members will be to become experts in their subject area, using classroom research materials, using the directions and questions under each subject heading to guide them.
4. **WRAP-UP/HOMEWORK:** Before the end of class, make sure each group member knows what he or she is responsible for creating for their group's wing of the museum. Students will complete any necessary individual research at home and create their contribution to their group's museum wing. The student-curated exhibition might be displayed in the classroom or a more public space like the library. Invite other classes to visit. Create a guest book to capture visitor feedback.

**Further Questions for Discussion:**

- What has been the U.S. government's role in the creation and mutation of the Sioux identity?
- What could the government do to better address their needs as a means of restoring self-identity?

**Extension Activities:**

1. Investigate the process of naming in American Indian Culture. How did Sitting Bull get his name? How did Ron His-Horse-is-Thunder and Brave Bull get their names? Using this process of naming, think of an appropriate American Indian name for yourself.
2. Further explore the life of Sitting Bull, starting by rereading paragraph eight in the Times article. Expand on each statement to create a more complete biography of this important American Indian.
3. How might Sitting Bull respond to the moving of his remains? After learning a bit more about Sitting Bull, write a letter from him to the Dakotans in which he tells them what he thinks.
4. Now that you have explored self-identity in the context of this article, create a visual representation of your self-identity.

**Materials/ technology used:**

- student journals or other
- pens/pencils
- classroom blackboard
- copies of "Restoring Dignity to Sitting Bull, Wherever He Is," - on Resource CD (one per student)
- copies of Restoring Dignity questions (unless you prefer just class discussion)
- projection equipment to show slideshow
- classroom research materials (textbooks, encyclopedias, biographical dictionaries, periodicals, computers with Internet access)

**Evaluation:**

Restoring Dignity questions (If you choose to have the students write answers)

Students will be evaluated on their participation during the warm-up activity and ensuing discussion, their work in small research groups, and their individual contribution to their group's museum exhibition. Each group will be evaluated on their exhibit

**Appendices:**

Group Assignments (below)

Vocabulary (below)

Interdisciplinary Connections (below)

**Vocabulary:**

dormant, solitary, rueful, encroachment, botched, sprawling, reservation, predominantly, exhumed, mortician, femur, scoffed, bluff, contention, vexed, debris, nonprofit, recoup, pedestal, undulant, moonscape, modest, befitting

**Interdisciplinary Connections:**

Economics - Explore the role of casinos on American Indian reservations. How do they operate? What kind of revenue do they generate? How have casinos helped American Indian communities become more self-reliant? How have they been both beneficial and detrimental? Why is it that the revenue earned does not, as the article suggests, fully restore the self-identity of the people on the reservation? The National Indian Gaming Association's website (<http://www.indiangaming.org>) provides an American Indian perspective on casinos and their role in Indian life.

Language Arts - Ron His-Horse-is-Thunder is the great-great-great grandson of Sitting Bull. Create a family tree that goes back five generations. Name as many people as you can on the tree, leaving the rest blank to be filled in with the help of family members. Identify the proper term for each relative on the family tree - e.g. second cousin, first cousin once removed etc.

Technology/Science - Research what methods scientists might be able to use to figure out whether the bones on the bluff belong to Sitting Bull. Create a How It Works poster about this method and its associated technology would be used to identify the remains.

Teaching with The Times - Paragraph two of today's article provides a vivid setting description. Look at the slide show that accompanies today's article by clicking on the link beneath the article text. Choose any one slide and describe the scene, rendering it as vividly in writing as the photographer did in images.

## Group Assignments

### Group 1: History/Timeline

- Research key events and figures in the history of the Sioux.
- Include the history of relations between the Sioux and other tribes, and between the Sioux and the United States, as well as relevant events, treaties, influential people, etc.
- Create an illustrated timeline that highlights these events.

### Group 2: Sitting Bull

- Research the life of Sitting Bull. What are the basic facts of his biography? What are the most compelling or notable aspects of his life story?
- How has Sitting Bull, both during his life and since his death, influenced the identity of the Sioux people? Why, even in his death, does he exert such power?
- Showcase key events in his life on an illustrated poster or series of posters.

### Group 3: Tribal Customs

- Research the customs of the Sioux.
- What are the rituals surrounding birth and death?
- How do they mark marriage?
- What are the major rites of passage?
- What are the major celebrations?
- What do people wear and why? -Create a poster with both visual and descriptive components.

### Group 4: The Arts

- What role do the arts play in the lives of the Sioux?
- How do music, costume, dance and the visual arts influence, reflect and celebrate Sioux identity?
- Share your findings in a descriptive as well as a visual or artistic way, incorporating, for example, drawings, pictures or models of a musical instrument, piece of decorative pottery, or ceremonial costumes.

### Group 5: Family Life

- Find out what it would be like to be a part of a Sioux family.
- What are the roles of fathers, mothers and children in the household? -Are grandparents important?
- For your exhibit, make "A Day in the Life" posters for different family members, describing and visually depicting typical daily activities.

### Group 6: Religion and Language

- Explore the religious and other beliefs of the Sioux.
- What do they believe in?
- What forms of worship do they participate in?
- What do they believe about life after death?
- What language and dialects do the Sioux speak? What are some examples of their native language?
- Create posters that explain and visually depict their beliefs and languages.

Each group should subdivide the research areas and exhibit-creation responsibilities depending on individual interests, number of students in the group, and available resources. Encourage them to use images from the slideshow as part of their exhibits.

If Internet access is available, you might direct them to the following Web sites for their research:

<http://www.standingrock.org/>, the official site of the Standing Rock Sioux Tribe, chaired by Ron His-Horse-Is-Thunder; <http://www.sioux.org/>, the official Web site of the Cheyenne River Sioux Tribe; <http://www.lakhota.com/home.htm>, a site about Lakota Sioux Heritage, Culture, and Language; and <http://www.newadvent.org/cathen/14017a.htm>, a Catholic encyclopedia entry on the Sioux

## Investigation: The Closing of the Bozeman Trail

Pass out copies of the Investigation: The Bozeman Trail study guide (below) to your students.

Focus for Interaction is a specific task to complete and/or information to identify during or after reading.

Provide your students with a FOCUS FOR INTERACTION, asking them to read the information on the Bozeman Trail (below) and to investigate how the Lakota reacted to mounting threats from the “invaders.”

When they have completed their study guides, use the answer sheet to check their understanding about the Bozeman Trail.

# Investigation: The Closing of the Bozeman Trail

**Investigation:  
Closing the Bozeman Trail**

Building the Trail

- 🇺🇸 **When**
- 🇺🇸 **Why**
- 🇺🇸 **Where**

Trouble on the Trail

- 🇺🇸 **Why the first wagon train was warned**
- 🇺🇸 **Why the Fort Laramie meeting was held**
- 🇺🇸 **Why the Fetterman attack occurred**
- 🇺🇸 **Why the Bozeman Trail forts were abandoned**
- 🇺🇸 **Who "closed" the Bozeman Trail**

**Investigation:  
Closing the Bozeman Trail**

**Building the Trail**

- When**  
1863
- Why**  
John Jacobs and John M. Bozeman attempted to make a shorter, more direct route between the Oregon Trail and the gold mines of Montana.
- Where**  
The trail ran through Wyoming and Montana.

**Trouble on the Trail**

- Why the first wagon train was warned**  
The trail cut through the Lakota buffalo hunting country.
- Why the Fort Laramie meeting was held**  
The US government attempted to negotiate a peace treaty with the area tribes in an attempt to stop Indian harassment of travelers on the trail.
- Why the Fetterman attack occurred**  
During the peace conference, Colonel Carrington and 700 men arrived with orders to build three new forts along the Bozeman Trail. Chief Red Cloud was livid. Tensions escalated when Captain William Judd Fetterman rode to Ft. Phil Kerney after it was attacked by the Lakota.
- Why the Bozeman Trail forts were abandoned**  
General U.S. Grant ordered the forts closed to avoid more fighting.
- Who “closed” the Bozeman Trail**  
Lakota Chief Red Cloud’s war against immigrant infringement on the tribe’s negotiated lands (the Great Sioux Reservation, which was created in the Ft. Laramie Treaty in 1866) put an end to the use of the Trail after just five years.

## THE BOZEMAN TRAIL



Although called the Bozeman Trail, the route followed by John Bozeman and John Jacobs was really a long-used travel corridor. Indians had followed the north-south trails through Powder River country since prehistoric times, and it was familiar to the early Nineteenth Century explorers, trappers and traders. It was an overland route connecting the Oregon Trail to the gold rush territory of Montana. Captain William Reynolds of the Army Corps of Topographic Engineers led an expedition that covered much of the later Bozeman Trail in 1859-1860, mapping if not naming many of the landmarks and geographic features that would become familiar to travelers during the next decade. Thus, by the time Bozeman and Jacobs made their first explorations south from the gold fields to the Oregon-California Trail on the North Platte River, they were entering well-traveled territory. Their greatest contribution would be establishing a route useable by wagons, and promoting travel on it.

### **Establishment**

In 1863 John Bozeman and John Jacobs scouted out a direct route from Virginia City, Montana into central Wyoming. This route provided a more direct route and was better watered than any previous trail into Montana. The only serious drawback was that it was a direct route through Indian territory.

### **First travelers and Indian campaigns**

Bozeman, among others, led the first group of about 2,000 settlers up the trail in 1864. Indian raids on white settlers grew dramatically from 1864 to 1866. This prompted the U.S. army to carry out several military campaigns against the Indians. Patrick Edward Connor led several of the earliest campaigns. He defeated the Shoshone at the Battle of Bear River, then during the Powder River Expedition of 1865 he defeated the Arapaho at the Battle of the Tongue River.

### **Post Civil War travel**

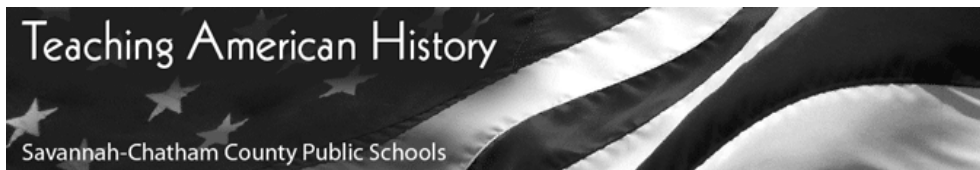
In her book "Journeys to the Land of Gold" historian Susan Badger Doyle describes the emigration period of travel on the Bozeman Trail as lasting from 1863 to 1866. In 1866, with the close of the American Civil War additional settlers traveled up the trail, mostly in search of gold. The US Army called a council at Fort Laramie with the Indians, at which Lakota leader Red Cloud was present. The purpose of the meeting was to arrange a right of way with the Lakota for use of the trail. As negotiations were ongoing, Red Cloud was outraged when he found out that a regiment of U.S. infantry was using the route without permission from the Lakota nation and Red Cloud's War began.

The Army established Fort Reno, Fort Phil Kearny and Fort C. F. Smith along the route, but Indian raids along the trail and around the forts continued. When the Lakota annihilated a detachment under William J. Fetterman at the Fetterman Fight the same year, near Fort Phil Kearny, civilian travel along the trail ceased. On August 1, 1867 and August 2, 1867, large parties of Lakota Indians were stymied in an apparent coordinated attempt to overrun Fort C. F. Smith and Fort Phil Kearny when attacks on outlying parties failed (the Hayfield Fight and the Wagon Box Fight respectively). Later, the 1868 Treaty of Fort Laramie gave the Lakota control of the Powder River Country, which for a time shut down travel by white settlers on the Bozeman Trail. Ulysses S. Grant ordered the forts along the trail abandoned. Thus Red Cloud's War could be said to be the only Indian war in which Native Americans achieved their goals (if only for a brief time) with a treaty settlement essentially on their terms. By 1876, however, following the Black Hills War, the trail reopened. The army continued to use the trail during later military campaigns and a telegraph line was eventually built along the trail.

Although used by later military expeditions in the 1870's and civilian settlers during the last quarter of the Nineteenth Century, 1863-1868 is the most historically significant era of pioneer travel and ferocious military conflict on the trail. While only thirty-five hundred people traveled its five hundred miles during the four years of emigration, it was, as Doyle wrote, "the last great overland emigrant trail in the American West." The warfare between the United States Army and the Northern Plains Indians that erupted along the Bozeman Trail in 1865-1866 signaled the beginning of a ten-year struggle that eventually ended with the defeat of the last free-roaming tribes.

### **Modern route**

Today, the Bozeman Trail corridor is still a major north-south travel route, with an Interstate highway replacing the wagon and horseback trails. It is a modern highway route consisting of Interstate 25 from Douglas, Wyoming to Sheridan, Wyoming. Interstate 90 from Sheridan, Wyoming to Three Forks, Montana (30 miles west of Bozeman, Montana) and U.S. Route 287 from Three Forks to Virginia City, Montana roughly covers the same general route as the historic Bozeman Trail, though it is not precisely analogous to it. There are markers and historical interpretive signs at many locations along the historic trail routes.



## Resources Available through TAH Resource Library

Visit the website for a description of the items.

<http://ccboe-media1/winnebago/index.asp>

### Search Topic: Westward Expansion

[How we crossed the West : the adventures of Lewis and Clark](#)

[Lewis & Clark](#)

[Pioneers - Primary Sources \(KIT\)](#)

[Settling the West : adventures in pioneering and](#)

[The Lewis and Clark Expedition](#)

[Undaunted courage : Meriwether Lewis, Thomas Jefferson](#)

[Westward expansion - Primary Sources \(KIT\)](#)

Schanzer, Rosalyn.

Devillier, Christy,

Bursell, Susan,

Ambrose, Stephen E.

### Search Topic: Native Americans

**Note:** There are other resources for Native Americans related to other periods of time.

[Native Americans, 1830 - 1890 - Primary Sources](#)

[Learning about the settlement of the Americas with graphic organizers](#)

Wirkner, Linda.

[Native Americans photo activity cards.](#)

[Native Americans activity book.](#)

[People of the plains.](#)

Granahan, Shirley.

Wolfson, Evelyn.

[From Abenaki to Zuni : a dictionary of native American tribes](#)

[Native Americans, 1830 - 1890 - Primary Sources](#)

[Sitting Bull chief of the Lakota nation \(video\)](#)

[If you lived with the Sioux Indians](#)

McGovern, Ann

Granahan, Shirley

Bruchac, Joseph

[People of the plains.](#)

[A boy called Slow : the true story of Sitting Bull](#)

[Little Big Horn The Untold Story. \(DVD\)](#)